



**RI BAKER MIDDLE SCHOOL**

**School Goals**

**Palliser Regional Schools**

**2014-2017**

## School Goals 2014-2017

### Goal 1 (Highest priority)

Alberta Education supports the needs of students, parents, teachers and administrators from Early Childhood Services (ECS) through Grade 12.		Palliser Regional Schools has aligned division goals with those established by Alberta Education. These goals are: •Success for every student. •High quality education through collaboration and innovation. •Success for First Nations, Métis and Inuit students (FNMI).	Principal Comments
School Goal	Measures: including school developed measures	Strategies	Data/evidence on how well the strategies worked
<p style="text-align: center;"><b>Below Expectation FnP Reading Levels Will Decrease by 10%</b></p>	<p><b>All assessment is used to drive and determine the path of instruction.</b> *Co-creating criteria for assessment with students. *Released PAT practice and reading comprehension tests PAT data analysis, *Accountability pillar data. *Fountas and Pinnell testing 2 times plus ongoing assessment as students make gains. *Ongoing formative assessment in the form of Performance tasks, Conferences-</p>	<p style="text-align: center;"><b>1, 2, and 3</b> Indicate Year 1,2, or 3</p> <p><b>1) Instructional Supervision and Guidance:</b> Administration developed an in-depth plan to ensure that instruction is directed towards this common goal. Various "look fors" will be targeted during each visit. The focus will be on comprehension strategies. <b>1, 2, and 3</b>  <b>2) Personal Literacy Targets-</b> Professional staff will make personal Literacy targets for the 2014/2015 school year. These goals will be monitored and supported by administration. <b>1, 2, and 3</b>  <b>3) Just Right Book Survey-</b> Admin will choose 2 struggling readers from each homeroom and ask to see their individual reading book. Time will be spent reading with the students to see if the book is appropriate. Data will then be recorded to show improvements over the school year. <b>1</b>  <b>4) "Yearly 5 meetings"</b> After each F&amp;P reporting period (including dipsticks) and at the year-end transition meetings staff will get together in grade levels and discuss what needs to be done to support the individual needs of the students at risk. These meetings will occur on the Fridays Following the September and March formal FnP assessments. They will also occur in January, May and June(transition). <b>1, 2, and 3</b>  <b>5) Book Study-What Really Matters For Middle School Readers Richard Allington</b> Professional staff will read, discuss and collaborate around ideas and strategies found in Allington's book. One chapter per month. <b>1</b>  <b>6) Books In Front Of Kids -</b> Research has shown that student</p>	

	<p>each student each week.  *Instructional supervision  “custom” look- for’s  co-created in 2014  with Bev Smith.</p>	<p>achievement and reading levels increase with direct instruction and exposure to a variety of literature. We have a three year plan to increase the amount of classroom books that RIBMS students have access to during the school day. This School year teachers will receive an additional sum of money to purchase literature with Bev Smith. This will not only benefit the kids but will educate teachers on selecting materials that match students reading levels. <b>1, 2</b></p> <p><b>7) Bakers Best Reads</b> – ALL staff at RI Baker will put on display books they currently are reading or highly recommend. This will promote a love for reading and dialogue with students around literacy. <b>1, 2, and 3</b></p> <p><b>8) Practicum Students</b> - from U of L will, when appropriate, assist in classrooms and focus on literacy intervention with struggling students. Student teachers will meet with teachers and receive instruction for small group reading and writing instruction. They will also be asked to attend all PD. This will ensure their time with kids is most effective. <b>1, 2, and 3</b></p> <p><b>9) District and school experts:</b> Staff will take part in F&amp;P workshops and PD focusing on <b>COMPREHENSION</b> strategies. Dave and Jason will lead sessions with staff after consulting with <i>Bev Smith</i>. Key comprehension strategies will be the Big Ideas from the Moving Up teacher guides. They include: Predicting, Inferring, Evaluating, Synthesizing, Making Connections, Self-Monitoring, and Analyzing. <b>1</b></p> <p><b>10) District and school experts cont.:</b> Wrap around Services <b>1, 2, and 3</b></p> <p><b>11) Professional Development:</b> Staff members will experience various professional developments that will help achieve our literacy goal. Staff will present valuable information to staff at staff meetings. <b>1, 2, and 3</b></p> <p><b>12) Develop Lead Literacy Teacher:</b> for each pod to help drive our school goal of improving student literacy <b>1, 2, and 3</b></p> <p><b>13) Dyad Class Configuration-</b> By switching to Dyad class configurations teachers will have added flexibility to maximize learning in Language Arts classrooms and other subject areas. Teachers will also</p>	
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		<p>have the benefit of building stronger “learning relationships” <b>1, 2, and 3</b></p> <p><b>14) School Wide Data Reporting</b> - All student F&amp;P data is to not only be submitted to the school principal, but recorded in a spreadsheet on the H drive for all teachers to have access to. This will help teachers who may not have done the F&amp;P testing data to better meet learning/reading needs of students in their classrooms. All teachers are required to know their students’ reading level within the first two weeks of the school year. All students must have “Just Right” books in their possession for every class. <b>1, 2, and 3</b></p> <p><b>15) Lunch Support:</b> Teachers provide daily lunch time learning support to students in need. <b>1, 2, and 3</b></p>	
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## Goal 2 (second priority)

<b>Alberta Education supports the needs of students, parents, teachers and administrators from Early Childhood Services (ECS) through Grade 12.</b>		Palliser Regional Schools has aligned division goals with those established by Alberta Education. These goals are: •Success for every student. •High quality education through collaboration and innovation. •Success for First Nations, Métis and Inuit students (FNMI).	<b>Principal Comments</b>
<b>School Goal</b>	<b>Measures: including school developed measures</b>	<b>Strategies</b>	<b>Data/evidence on how well the strategies worked.</b>
<b>To Improve Student Manners</b>	*Safe and Caring classroom discussions -Surveys administered 3X per year. *Individual classroom teachers collect data on positive behavior programs. This could include students receiving “PAWS” or the recording and celebrating when students go out of their way to respect the school, adults and peers. *Accountability Pillar results, School Review data. *Parent council feedback *School Incidence reporting *Checklists, Observations *10 minute talks in staff meetings. This will be recorded in our minutes.	<p><b>1) <u>Community Building</u></b> Meeting with new parents/families to communicate expectations and begin to build relationships. Increase variety of communication with parents, Heightened awareness &amp; supervision, Walking the walk- all staff model appropriate respectful behaviors.</p> <p><b>2) Staff Meeting "10 min talks”</b> to discuss students at risk (behaviorally, academically and socially).</p> <p><b>3) FSLC, LRPS, Health Unit, District personnel.</b> We will continue to use our "in house" experts to reinforce our school goal.</p> <p><b>4) Lunch buddy Program-</b> Our Learning Support teacher will hold daily opportunities at lunch for students who could benefit from discussion around proper social behavior. These meetings could also include students who appear uncomfortable or anxious at school.</p> <p><b>5)Positive behavior classroom/school programs:</b>          Co-operative work/games/group-work is emphasized in CGA activities. Focus on healthy relationships through instruction in health classes and throughout the day. All teachers encourage creating diverse groupings within the classroom (School discipline/support plan, POD parties).</p> <p><b>6) Manners Matter:</b> School wide focus on improving student manners.</p>	

### Goal 3 (Maintaining Priority)

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<b>School Goal</b>	<b>Measures: including school developed measures</b>	<b>Strategies</b>	<b>Data/evidence on how well the strategies worked.</b>
<b>Increase parental involvement and communication</b>	<b>Data is collected throughout the year to determine our progress:</b> *Accountability Pillar Survey results *Parent Surveys, Two Stars and a Wish *Volunteer hours *Attendance at Council meetings, assemblies, Parent teacher conferences, and other parent/family evenings *School Council goal setting and progress.	<b>1) Home and School Communication.</b> Parent-teacher conferencing, Meet the Staff nights and open houses, positive phone calls made to the home, meeting and orienting new students/families. Feedback received from surveys and 2 Stars and a Wish is used to make changes towards school improvement. School Connection newsletter, Classroom blogs and websites. Teachers and Admin are accessible through meetings, phone calls, drop in and email. Synervoice used for various messages, Website, Agenda books encourage parents to read/sign by asking questions). Update school sign on a regular basis. Make QR codes (linked to website and newsletters) available to community members. <b>2) School Community Events</b> We will use events such as Terry Fox Run, Walkathon, Concerts, and assemblies to <u>bring more</u> parents together. The more people make a difference the more they are willing to contribute in the future. <b>3) Community Partnerships</b> - Local businesses, LRPS, JEES, KAHS <b>4) School Council:</b> Brainstorm with parents on ways we can improve home school communication. We will increase parent involvement at school council meetings. Parent council is an effective way to communicate to the parent community. <b>5) Manditory agenda use 5-8</b> teachers will be expected to make agendas use a part of their everyday routines. This will not only assist the student but it will create another line of reliable communication.	

